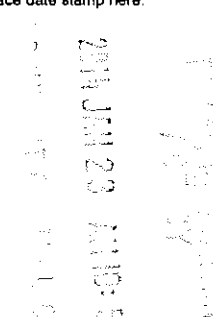


Texas Education Agency Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Uvalde CISD	1-7460024262	1000 N. Getty St.	
Mailing address line 2	City	State	ZIP Code
P.O. Box 1909	Uvalde	Tx	78801
County-	US Congressional		
District #	Campus number and name	ESC Region #	District #
232-903	Uvalde CISD	20	23
			DUNS #
			034847004

Primary Contact

First name	M.I.	Last name	Title
Jeanette		Ball	Superintendent
Telephone #		Email address	FAX #
830-278-6655 X1019		ballj@ucisd.net	830-591-4967

Secondary Contact

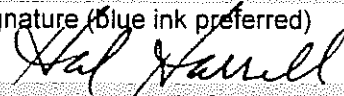
First name	M.I.	Last name	Title
Norma	R	Carranza	Federal Programs Director
Telephone #		Email address	FAX #
830-591-4966 X6190		carranzan@ucisd.net	830-591-4909

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
John	H	Harrell	Assistant Superintendent
Telephone #		Email address	FAX #
830-278-6655 X1029		harrellj@ucisd.net	830-591-4927
Signature (blue ink preferred)			Date signed



1.22.2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Uvalde CISD has created a quantitative and qualitative comprehensive three year plan - *The New Teacher Induction Program*- that addresses all statutory requirements: required and preferred. Each component of our plan is goal based targeting the entire timeline of a teacher's career and improving student performance. We will use a comprehensive recruitment, preparation, hiring, induction evaluation, professional development, compensation, career pathways and retention process. Our district has designated the University of Texas at San Antonio-Center for Accelerated Schools (UTSA-CAS) to help facilitate integral pieces of our innovative New Teacher Induction Program. UTSA-CAS has a proven history and organizational record (MDRC, AIR, RAND) of providing unmatched expertise in coordinating services for the improvement of schools, particularly in the areas of educator excellence, coaching and mentoring support instruction, leadership and school cultural and climate.

Induction and Mentoring:

Uvalde CISD will provide All beginning teachers, new to the profession, with both district and campus support. Support from both will reduce attrition and enhance student achievement. The district will assist in overseeing the professional development facilitator (UTSA-CAS) to provide support to the mentors. The district will provide the necessary resources needed to implement The New Teacher Induction Program, and will work directly with the campus administration. Campus administration will orient the entire campus staff on the goals of *The New Teacher Induction Program*. Campus administration will allow for collaborative meeting times between mentors and UTSA-CAS and beginning teachers, arrange time for demonstration lesson and observations, and provide resources necessary to carry out the pedagogical strategies. Each beginning teacher will be assigned the support from a mentor teacher who will meet with them daily, if possible, for the first two weeks of the academic year then weekly after that in order to support the career continuum of these teachers.

Mentor Teachers: Mentor teachers will attend a two day mentoring training between April (the start of the grant) and August. This training will be provided by UTSA-Center for Accelerated Schools and will be made available each of the three years of the grant. Mentor teachers will be trained on enriched instructional strategies, modeling entire lessons for beginning teachers to observe, how to observe beginning teachers and provide feedback, and the scheduling of regular meetings with beginning teachers to identify needs and celebrate successes.

Recruitment and Hiring: Selection of new teachers will begin from the college graduates that are highly ranked and from teacher programs in which educator candidates performed well. Incentives such as sign-on bonuses for specific subjects will also be entertained. Uvalde CISD will attend job fairs, advertise through the UCISD website, radio, newspaper, and through TASA to hire and recruit highly qualified educators. In recruiting teachers, the opportunities for additional certifications will also be an incentive.

Evaluation: Uvalde CISD administration will evaluate teachers on PDAS and complete the annual evaluation. A combination of teacher/student growth, multiple classroom observations, and walk-throughs will be a part of the evaluation. Professional development will also be used as a source of evaluation for retaining and hiring teachers.

Professional Development and Collaboration: UTSA-CAS will provide twelve days of professional development trainings which involve proven, innovative strategies that are both cost effective and onsite, and ensure that teachers are able to use formal and informal assessments and state assessments to improve instructional practices and student academic achievement. The on-going weekly professional development improves beginning teacher performance and effectiveness to support student achievement through research-based coaching and modeling of effective instructional practices that incorporate enriched Powerful Learning methodologies. Formal professional development and collaboration planning includes three days of initial mentor leadership training, new teacher orientation, lesson plan development for content and cognitive rigor, powerful learning, and inquiry-action.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Compensation and Retention: Uvalde CISD will build an enriched collaborative environment that draws applicants to their district through utilization of the Accelerated Schools process which is known to create a positive professional climate and culture on campuses that promote equity, excellence and enriched instruction. Discipline management trainings will guide teachers in student behaviors and expectations as well as providing the skills to be professionally equipped to fix the discipline issues that might occur in the classroom. Inquiry Based Strategies will be effective in all content areas. It encourages students to have communication skills, problem solve, and helps in gaining a deeper knowledge of any content area. This will be a learned strategy that will be provided through training, model teaching, and practice. In addition to observations and walk-throughs. Technology will provide a necessary part of this component.

Career Pathways: CAS provides on campus opportunities for career advancements through campus leadership opportunities in the various Accelerated Schools Leadership roles that align with the process, strategic action team research, cadre leaders and internal facilitators. CAS provides networking opportunities with educational preparation programs at UTSA and allows for connections for career pathways through their affiliation with UTSA Educational Leadership, Policy and Professional Development Program (ELPPD) superintendents' and principals' luncheons, dinner symposiums and access to UTSA educational career programs.

The University of Texas at San Antonio-Center for Accelerated Schools (UTSA-CAS) has agreed to partner with Uvalde CISD as an integral piece of our innovative and comprehensive plan. The CAS will address components of the Required Practices: Statutory Requirements 1, 4, & 5 and the Preferred Practices: Statutory Requirements 7 and 8. Recognizing that teachers are at various phases in their careers, the timeline the CAS plans to incorporate is a support system that provides specific trainings and intense on-site professional development as well as on-site weekly mentoring. The weekly mentoring will optimize teacher success toward student performance based. To expand this individualized training, all staff will receive enriched best practice trainings and networking opportunities with the University of Texas at San Antonio.

The Accelerated Schools enrichment process allows staff to work collaboratively on a weekly basis to identify and support teacher and educational challenges. Teachers will have approximately three hundred seventy-six (376) hours of annual support involved in mentoring, trainings, focus groups, leadership capacity building sessions, team teaching, and creation of professional development plans with leadership teams and to conduct walkthroughs and analysis to document the ongoing progress.

These enriched trainings improve beginning teacher performance and effectiveness to support student achievement through research-based coaching and modeling of effective instructional practices. CAS' professional development involves proven, innovative strategies that are both cost effective and onsite, and ensures that teachers are able to use formal and informal assessments and state assessment to improve instructional practice and student achievement. Although the CAS will not be involved in the hiring practices of the schools, which will be supported through Uvalde CISD, the CAS will provide opportunities for career advancements through campus leadership opportunities in the various Accelerated Schools Leadership roles that oversee the process, strategic action team research and cadre leaders. In addition, CAS provides networking opportunities with educational preparation programs at UTSA and allows for connections for career pathways through CAS' affiliation with UTSA Educational Leadership, Policy and Professional Development Program (ELPPD), superintendents' and principals' luncheons, dinner symposiums and access to UTSA educational career pathways.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 232-903				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs	
			Direct Program Costs	Direct Admin Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs		
Schedule #7	Payroll Costs (6100)	6100	\$100,000	\$10,000	\$100,000	\$10,000	\$110,000	\$110,000	
Schedule #8	Professional and Contracted Services (6200)	6200	\$250,000	\$5,000	\$250,000	\$5,000	\$255,000	\$255,000	
Schedule #9	Supplies and Materials (6300)	6300	\$150,000	\$5,000	\$150,000	\$5,000	\$155,000	\$155,000	
Schedule #10	Other Operating Costs (6400)	6400	\$60,000	\$5,000	\$60,000	\$5,000	\$65,000	\$65,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$20,000	\$5,000	\$20,000	\$5,000	\$25,000	\$25,000	
Total direct costs:			\$580,000	\$30,000	\$580,000	\$30,000	\$610,000	\$610,000	
Percentage% indirect costs (see note):			N/A		N/A				
Grand total of budgeted costs (add all entries in each column):			\$580,000	60,000	\$580,000	\$60,000	\$610,000	\$610,000	
Administrative Cost Calculation									
Enter the total grant amount requested:					Year 1		Year 2		
					\$610,000		\$610,000		
Percentage limit on administrative costs established for the program (10%):					x .10		x .10		
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:					\$61,000		\$61,000		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 232-903			Amendment # (for amendments only):		
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher	5	5	\$300,000	\$300,000
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	1	0	\$60,000	\$60,000
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	1	\$16,000	\$16,000
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Other Employee Positions					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$376,000	\$376,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$6,000	\$6,000
20	6119 Professional staff extra-duty pay			\$10,000	\$10,000
21	6121 Support staff extra-duty pay			\$7,000	\$7,000
22	6140 Employee benefits			\$10,000	\$10,000
23	61XX Tuition remission (IHEs only)			\$7,000	\$7,000
24	Subtotal substitute, extra-duty, benefits costs			\$40,000	\$40,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$440,000	\$440,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	\$7,000	\$7,000
	Rent space for staff development area for teachers, mentors, and administration that includes working space for different activities.		
6299	Contracted publication and printing costs	\$3,500	\$3,500
	Printing of <i>The New Teacher Induction Program</i> manual which will include Guidelines/Expectations/Requirements.		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$10,500	\$10,500

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	Technology Training: incorporate technology effectively into the classroom to improve student academic success	<input type="checkbox"/>	\$3,000	\$3,000
2	Discipline Management Training: improves teacher retention, improves staff morale, improves attendance, and improves the teachers' ability to work with diverse student behaviors.	<input type="checkbox"/>	\$3,000	\$3,000
3	Inquiry Based Strategies- teacher assistance with classroom instruction strategies	<input type="checkbox"/>	\$3,000	\$3,000
4		<input type="checkbox"/>		
5		<input type="checkbox"/>		
6		<input type="checkbox"/>		
7		<input type="checkbox"/>		
8		<input type="checkbox"/>		
9		<input type="checkbox"/>		
10		<input type="checkbox"/>		
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$9,000	\$9,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: UTSA Center for Accelerated Schools		X Yes, this is a subgrant	
	Nine days of professional development, on-site mentoring/coaching, professional development equaling 376 hours annually			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1 – UTSA Center for Accelerated Schools	\$29,500	\$29,500
	Contractor's supplies and materials		\$2,000	\$2,000
	Contractor's other operating costs		\$8,000	\$8,000
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
	Total budget:		\$39,500	\$39,500

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 232-903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 232-903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
6	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
7	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
8	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$39,500	\$39,500
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$9,000	\$9,000
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) Grand total		\$9,000	\$9,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 232-903					Amendment number (for amendments only):		
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	IPad	Incentive + providing the necessary equipment to prepare for lesson planning in and outside the classroom.	50	10 @ 4,970	\$63,100	\$63,100
	2	LCD Projector	Incentive + makes more educational information available to students and promotes technology use in the classroom - rigor	50	\$315		
	3	Laptop	Incentive + using laptops in classrooms provide opportunities for peer teaching and group work.	50	\$450		
6399	Technology software—Not capitalized					\$10,500	\$10,500
6399	Supplies and materials associated with advisory council or committee					\$2,000	\$2,000
Subtotal supplies and materials requiring specific approval:						\$63,100	\$63,100
Remaining 6300—Supplies and materials that do not require specific approval:						\$12,500	\$12,500
Grand total:						\$75,600	\$75,600

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 232-903		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$0	\$0
	Specify purpose: NA		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose: NA		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose: NA		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose: NA		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$3,000	\$3,000
	Specify purpose: Administrative training, if necessary, to acquire information that will benefit the district's goals.		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$2,000	\$2,000
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization: NA		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose: Informational Booklet for new teachers that will specify UCISD policies, requirement, procedures, etc.		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000	\$5,000
Grand total:		\$5,000	\$5,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 232-903			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1	Leadership – teacher motivation	N/A	N/A	\$500	\$500
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12	Software is dependent on campus admin		\$1500	\$1500	\$1500
13	Software is dependent on campus admin		\$1500	\$1500	\$1500
14	Software is dependent on campus admin		\$1500	\$1500	\$1500
15	Software is dependent on campus admin		\$1500	\$1500	\$1500
16	Software is dependent on campus admin		\$1500	\$1500	\$1500
17	Software is dependent on campus admin		\$1500	\$1500	\$1500
18			\$1500	\$1500	\$1500
66XX/15XX—Equipment, furniture, or vehicles					
19	IPads		10 @ \$4970	\$24,850	\$24,850
20	Laptops		\$450	\$22,500	\$22,500
21	LCD Projectors		\$315	\$15,750	\$15,750
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$74,100	\$74,100

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

4896

Category	Number	Percentage	Category	Percentage
African American	11	.002%	Attendance rate	94.2%
Hispanic	4,404	90%	Annual dropout rate (Gr 9-12)	20%
White	421	8%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	64%
Asian	27	.005%	TAKS commended 2011 performance, all tests (sum of all grades tested)	21%
Economically disadvantaged	3,975	81%	Students taking the ACT and/or SAT	.020%
Limited English proficient (LEP)	288	.058%	Average SAT score (number value, not a percentage)	1249
Disciplinary placements	34	.006%	Average ACT score (number value, not a percentage)	19

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3	1%	No degree	0	0%
Hispanic	190	52%	Bachelor's degree	290	79%
White	170	46%	Master's degree	73	20%
Asian	1	1%	Doctorate	1	1%
1-5 years exp.	145	40%	Avg. salary, 1-5 years exp.	\$40,820	N/A
6-10 years exp.	62	17%	Avg. salary, 6-10 years exp.	\$52,564	N/A
11-20 years exp.	103	28%	Avg. salary, 11-20 years exp.	\$45,260	N/A
Over 20 years exp.	54	15%	Avg. salary, over 20 years exp.	\$62,491	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	331	341	365	355	357	313	386	376	370	394	400	335	267	306	4896
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	331	341	365	355	357	313	386	376	370	394	400	335	267	306	4896

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	5	5	5	4	3	3	4	3	3	5	5	5	5	5	60
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	5	5	5	4	3	3	4	3	3	5	5	5	5	5	60

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Schedule #13—Needs Assessment

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

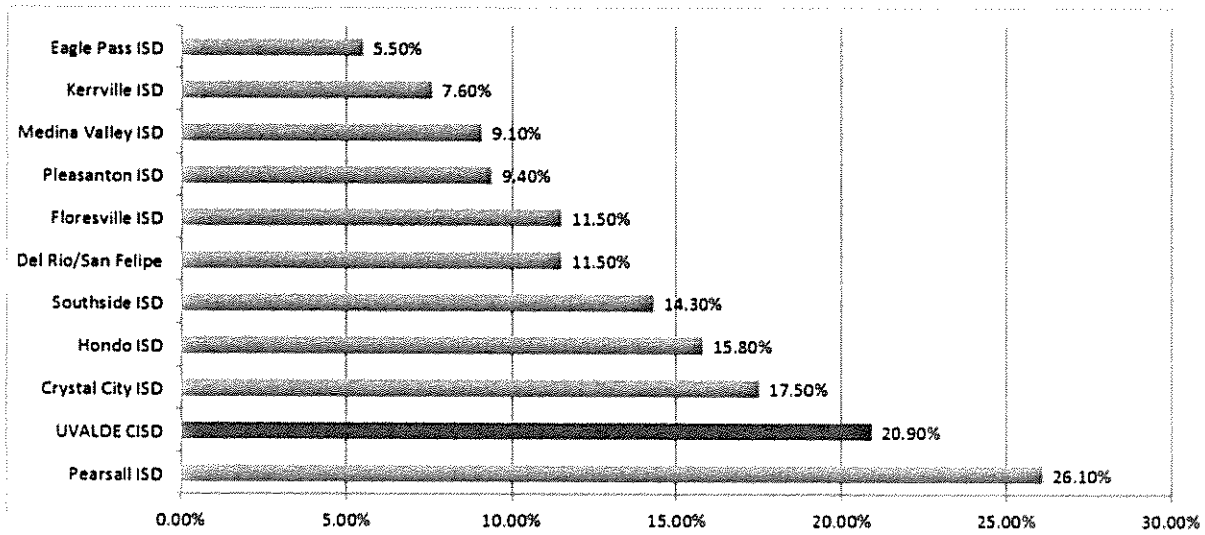
Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process including a description of how needs is prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to a high teacher turnover rate at Uvalde CISD, the district administration wants to create *The New Teacher Induction Program* to develop successful teachers that hold high expectations, be innovative and open-minded, cooperate with administration and faculty, and to be organized. Administrators and mentors will support teachers with classroom discipline issues, financially support teachers by sending them to professional development and will purchase materials that enrich instructional strategies. In addition, administrators will provide moral support to promote the dedication and commitment to teaching. The work that will transpire from this program and support career pathways for teachers that will continue to educate students from what they learned as participants of the program.

Administrators and mentors will share knowledge about the local community including the needs of the children and parents in low socio-economic status areas. Administrators will have an understanding regarding teacher needs, stress levels, work demands, and workloads to assist the first year teachers to understand the demand of their profession in Uvalde, a rural area, where they will be teaching.

These needs were identified by the lack of a high retention rate and the problem resulting from not recruiting the highly qualified teachers that are needed at Uvalde CISD year after year. In prioritizing UCISD needs, administration analyzed the turnover rate of the district and the state and analyzed the areas in need of highly qualified teachers in the district.

Uvalde CISD Teacher Turnover Rate 20.9% - - State Average Teacher Turnover Rate = 12.6%

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Recruitment and hiring is a need due to our rural location.	<ul style="list-style-type: none"> • Advertise Wide-open spaces with a smaller population than urban schools and fewer school children equaling smaller classes than urban schools. • Fewer class management problems. • Family Unity" • Sign-on bonuses/stipends for areas of need: Math Science, ELA. • Offer salaries competitive with those in larger districts. • Provide a mentor for three years. • Opportunities for additional certifications with reimbursement for certifications obtained and listed as high need by the district.
2.	Retention	<ul style="list-style-type: none"> • Training and support for teachers in all subjects with fundamental teacher skills in & out of the classroom. • Continuous staff development for up-to-date data on subject areas. • Certifications in additional areas such as GT, ESL, Bilingual, CTE, etc. for all teachers. Requiring teachers to obtain multiple certifications.
3.	Mentoring/Coaching	<ul style="list-style-type: none"> • Lesson support from a mentor teacher. • Engage in discipline management learned practices to improve and/or maintain the expectation of student behavior. • Observations, walkthroughs, and model teaching in discipline management to promote expectations through visual interpretation.
4.	Professional Development Collaboration	<ul style="list-style-type: none"> • Purchase of Technology • Trainings to assist with the use of technology in the classroom. • Expectation of daily rigor.
5.	Evaluations	<ul style="list-style-type: none"> • Continuous account of classroom activities. • Support for teachers. • Evidence of teacher growth and of student development • Assessment of teachers and students.

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Schedule #14—Management Plan

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Center for Accelerated Schools - UTSA	All staff have Masters or Doctorate in Educational Field; Field Trainers have from twelve to thirty- three years of experience in coaching/mentoring, providing enriched professional development, and administration to Title I schools. Director has thirty-six years in education, twenty-one affiliated with Accelerated Schools
2.	UCISD Superintendent & Assistant Superintendent	Leadership team has over forty years of experience combined in elementary and secondary schools. Proven leadership with teacher effectiveness and have worked in aligning the curriculum to ensure desired outcomes. Superintendent has a Doctorate in Education and assistant superintendent is close to the completion of the doctoral program.
3.	Federal Programs Director & CFO	Staff each has a Master's degree in Education and one has served in different roles for Uvalde CISD while the other has served in different capacities for different districts. Each has been in the classroom for multiple years. The role of these two employees will be to allocate money appropriately for the effectiveness of the program.
4.	Principals	All principals have a Master's degree and have taught in a classroom before becoming the leader on a campus. This team will be closely involved with the mentors and first year teachers on their campuses by providing educational support, time for trainings, and be aware of the needs of their teachers with observations, walk-throughs, and by conversations with the campus staff/administration and contracted staff.
5.	Mentors/Coaches	Minimum of a Bachelor's degree, HQ teacher with more than 5 years teaching experience.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Leadership Training	1. Overview of the Process that will be used	April 2014	June 2014
		2. Engaging the Facilitators and Mentors	April 2014	June 2014
2.	New Teacher Orientation	1. Provides an overview of research-based educational strategies/best practices	08/25/2014	12/19/2014
		2. Weekly collaboration among teachers and coach including walkthroughs	08/25/2014	12/19/2014
3.	Taking Stock Data Collection	1. Weekly Collaboration with coach	08/25/2014	12/19/2014
		2. Teachers will work collaboratively to generate baseline data; Continuous work	08/25/2014	08/03/2016
		3. Measuring changes in the school	08/25/2014	12/19/2014
		4. Mini-taking stock - Continuous	08/25/2014	08/03/2016
4.	Powerful Learning	1. Powerful Learning I	April 2014	June 2014
		2. Powerful Learning II	01/8/2015	12/15/2015
		3. Powerful Learning III	08/26/2015	08/03/2016
5.	Summer Institute	1. Transforming the Classroom	Summer 2014	Summer 2014
		2. Understanding the Need to differentiate	Summer 2015	Summer 2015
		3. Powerful Learning in the Digital Age	Summer 2016	Summer 2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers and principals collect data via their campus facilitators and by the Director of Student Services. The definitive goal is for teachers to collect data regularly to determine the needs and strengths of their students and initially their teaching style. Staff development is provided for teachers to continue to work for attainment of goals and objectives set by the district/campus by acquiring strategies that will assist them in the classroom with a diverse population and diverse needs.

Depending on the data collected, the teachers entertain objectives that indicate a higher need from the students. It is an ongoing process that collaboratively includes teachers, facilitators, parents/community and administrators by including all members when changes are initiated. Changes that might occur are times and dates for student tutoring, after school work, the U-mentoring program during the day, and any other assistance for the students. All are informed by newspaper, and/or the radio, the UCISD all-call system, and by the UCISD website.

The UTSA Center for Accelerated Schools can support the project's continuous improvement by providing:

- Monthly service provider reports
- Steering committee reports
- Annual site visit comprehensive reports/standards and indicators

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A minimal amount of new teacher preparation is currently offered to teachers entering the district. The district administration offers training to prepare our first year teachers with the resources needed in and out of the classroom. Teachers are trained to promote a classroom learning environment and to be communicators not only with their students but with the parents and the campus administration. The teachers are equipped with resources to start the year and are given a mentor to guide them along.

In working with this grant, *The New Teacher Induction Program* will provide the teachers with additional preparation and continuous trainings throughout the life of the program. These teachers will be well monitored and observed to promote and reach the district/campus goals. Teachers of *The New Teacher Induction Program* will allow networking opportunities with educational preparation programs at UTSA and will permit for connections for career pathways. These teachers will be offered preparation that will support them in teaching but will also promote reachable goals with continuous improvement as an educator.

The Accelerated Schools Process as outlined will build internal human capacity to carry out the processes of this project and ensures that all participants remain committed. UTSA-CAS offers a post-project sustainability component that allows for an affiliation to UTSA CAS for an annually fee. This is offered to leadership teams for attendance at renewal trainings as well as access to virtual support.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 232-903		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	PDAS	1.	Documentation on teacher progress on different domains.
		2.	Informal, formal, and walk-through evaluations.
		3.	Teacher self-assessments.
2.	UTSA Center for Accelerated Schools: Standards and Indicators document: Governance & Inquiry Process and Powerful Learning	1.	Increase teacher effectiveness in lesson design and implementation of rigorous and enriched instruction.
		2.	Increase the number of teachers in leadership roles as teacher leaders, mentor teachers, internal facilitators, and strategic action team or cadre leaders.
		3.	Increase in the number of teacher advancement in career orientation.
3.	Staff Development Participation	1.	Accumulation of hours towards certifications/CEUs.
		2.	Increasing the knowledge and instructional effectiveness of teacher subject area.
		3.	Supports new teaching methods into the classroom.
4.	Mentor Brief Informal Evaluations	1.	Documentation on new teacher performing daily tasks.
		2.	Increases teacher effectiveness of the mentor and mentee.
		3.	Assists the campus administrator by providing them with prior knowledge on teachers' teaching capability.
5.			
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>The Center for Accelerated Schools will co-facilitate the process of taking stock and empowering the school community to make data-driven decisions for teacher effectiveness and retention. Taking Stock Data will drive the school community toward high-priority challenges, and Strategic Action Teams will apply the Inquiry Process to identify root causes of challenges. Teams will utilize hard data, soft data, triangulation and research studies to align potential solutions with actual problems identified by the process. Solutions will be outlined on an action plan, and will be implemented and monitored for evaluation purposes throughout the project.</p>			

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Uvalde CISD will include all of the first year teachers to the district in *The New Teacher Induction Program*. These teachers will be provided with initial induction trainings, staff development on various topics, assigned a mentor, and will be continuously monitored. Mentors and mentees will collaboratively have monthly meetings after school for one hour with a district administrator. The mentors and mentees will also be required to have pair share once a week with documentation to provide for compliance of the required activity. These one-hour weekly meetings will allow for the mentor and mentee to focus on the goals and to work in reaching these goals by working through obstacles and noting strategies that are functioning within the program and observing those not working successfully. In addition, it will serve to encourage a dialogue about progress in the classroom and goals yet to be reached with an opportunity to work with other mentors/mentees. Accomplished goals will also be celebrated and acknowledged as the program advances throughout the year(s).

Selection of Mentors:

- Mentors will be selected by years of total experience and by years of experience dedicated to UCISD.
- A comprehensive plan for selection of mentors will be created and used as the rule for rewarding those who have excelled as teachers. Stipend will be \$500 for each semester with a total not to exceed \$1000/yr.
- Official observations on file will also be taken into account in the selection process along with previous mentor experience.
- Mentors will also be selected by subject area in respect to the new teacher needs.
- Mentors will be trained by administration and/or contracted trainers at the beginning of the school year and then once each semester and in the summer. The Center of Accelerated Schools UTSA will also train mentors as identified in their plan.
- The Center for Accelerated Schools will provide the component of managing and coordinating the services for this program on a continuous basis with specific outlines for face-to-face interaction and other methods.

Mentor/Mentee Requirements:

- The Center for Accelerated Schools UTSA will conduct trainings for mentees that will require mentors to attend as needed, in addition to any other trainings provided by Uvalde CISD.
- Specific information required for documentation and compliance will be listed for the mentors/mentees to collect throughout the length of the program with specific deadlines.
- Observations and walk-throughs will be part of this programs requirement and will be determined collaboratively with The Center for Accelerated Schools UTSA.
- Mentees will also be required to provide additional documentation and information to the district designee for insight on the program's effectiveness.
- Mentors will have a set time to observe their mentees in the classroom for ½ day twice a semester.
- Mentees will have a set time to observe their mentors in the classroom for ½ day twice a semester.
- Principals will also have the opportunity to work with the mentees throughout the school year.

The Center for Accelerated Schools UTSA has an organizational record of providing unmatched expertise in managing and coordinating services for the improvement of underperforming schools, particularly in areas pertaining to educator excellence, leadership, curriculum, instruction, assessment, and school culture and climate. Providing intensive on-site coaching and professional development activities to increase and optimize teacher success toward student performance across all demographics. This includes twelve days of on-site quality professional development to educators on classroom techniques, methodologies and strategies for Powerful Learning; one day per week on-site mentoring &

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coaching support, conduct teacher-team classroom walkthroughs, and facilitate small focus group meetings. It will also include a pre and post end of year surveys on Best Practice standards and indicators, facilitation of frequent face-to-face interaction with the beginning teacher using methods that will encourage self-discovery and reflection to promote growth and the use of non-traditional preparation techniques for classroom planning, classroom management and organizational strategies. Differentiation Instruction trainings will also be used along with continuous support and ongoing professional development through collection of Qualitative and Quantitative Data (Taking Stock) to achieve program objectives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple Observations and walkthroughs throughout the year are recorded on the observation rubric, PDAS, Professional Development & Appraisal System. Each principal is certified and trained to be an official appraiser on their campus. Other trained appraisers for the district are central office administrators. The appraiser is responsible for inputting data into the system to evaluate the performance of teachers and use the results from those observations in decisions regarding teacher development, promotion, retention and removal.

- Each teacher must be appraised each school year with a formal evaluation.
- All principals at UCISD observe teachers a minimum of 45 minutes and record their findings.
- Informal observations and walkthroughs are also expected and written documentation is collected and recorded on PDAS. This information is used for future referencing and teachers are given access to view comments posted as part of their evaluations.
- Teachers may be given advance notice of when the observation will take place but it is not required. Still, a calendar of appraisal timelines is given to UCISD teachers.
- Teachers also have a responsibility to complete and turn in the Teacher-Self-Report; Sections II and III. This part of the evaluation is important to the administrator conducting the evaluation because the observation summary cannot be conducted without these pieces of documentation.

Pre and Post Observation Meetings

- These are conducted by the administrator or by the request of the teacher.
- It is recommended that post observation meetings be held to discuss any concerns and encourage the positives that are going on in the classroom.
- Teachers are also given a copy of their evaluation, signed by the administrator and the teacher, and have access to the evaluation form on Eduphoria.
- These meetings give the opportunity for discussion on what is expected (pre) and discuss what was observed (post).
- Teachers have the right to request for another appraiser to conduct the formal evaluation if they disagree with the first evaluation's outcome.

The Center of Accelerated Schools UTSA does not conduct formal evaluations/observations, but conducts holistic walkthroughs including data and reflective responses.

UCISD will use Accelerated Schools Standards and Indicators as an additional rubric tool for observations.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Method & Form of Appraisal

- I. Professional Development and Appraisal System (PDAS); Campus Administrator is the primary appraiser.

The PDAS requires: Mandatory teacher orientation; Specific appraiser qualifications ; Appraisal training for teachers; Appraisal based on performance in fields and teaching assignments for which the teacher is certified; At least one 45-minute observation (unless the teacher agrees otherwise); Additional walk-throughs and observations at the appraiser's discretion; Cumulative data from additional written documentation; Pre- and/or post-observation conferences at the request of the teacher or appraiser; A Teacher Self-Report Form that includes:

Documentation by the teacher of the teaching or reinforcement of TAKS objectives, as well as other contributions to the improvement of student academic performance; an annual description of professional development activities; and discussion of targeted areas for professional growth.

An annual written summative appraisal report and conference is also required. Teachers are required to complete sections of the appraisal document to evaluate their own performance with explanations of what they accomplished during the year along with identifying their strengths and weaknesses.

Domains in which teachers will be evaluated are:

1. Domain I: Active, successful student participation in the learning process
2. Domain II: Learner-centered instruction
3. Domain III: Evaluation and feedback on student progress
4. Domain IV: Management of student discipline, instructional strategies, time and materials.
5. Domain V: Professional Communication
6. Domain VI: Professional Development
7. Domain VII: Compliance with policies, operating procedures and requirements
8. Domain VIII: Improvement of academic performance of students.

Each teacher will be evaluated on Domains I – VIII using the following criteria:

1. Exceeds Expectations
2. Proficient
3. Below Expectations
4. Unsatisfactory

Domain VIII will include the following:

1. Efforts to enhance academic performance
2. Efforts to enhance student Attendance
3. Efforts to Identify and assist students in at-risk situations
4. Campus performance rating which reported but is not scored and used against/for the teacher

- II. Informal evaluations will continuously be completed by the campus appraiser. These walkthroughs and classroom observations will be documented to keep the communication ongoing between the campus administrator and the teachers. Expectations will be discussed and the progress or lack of progress in student/teacher growth will be addressed.

- III. Mentor Evaluation: Mentors will keep evaluation forms as an informal tool that indicates the progress of the new teacher and detailed information of scheduling and meeting obligations of the program.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

New teachers and mentors will be given the opportunity to step out of the classroom and meet with each other to work on lesson planning and discuss concerns. Substitutes will be utilized to permit the teachers to be out of the classroom for collaboration. Allocating time in the teachers' workday, gives the teachers the flexibility to focus on activities that will improve their teaching skills and will be vital in meeting all the pedagogical strategies. These strategies would include entering classroom for observation, working with colleagues on preparing and analyzing lessons, developing and evaluating assessments, and meeting/communicating with students and parents on concerns. Another strategy will also include collaborating with parents on issues of concerns.

By collaborating with other teachers, educators can share their ideas with others. Collaboration also supports them to communicate concepts, and tackle strategies observed. Educators learn best by revising the observation of others, self-performance, and reflecting. Observing closely the students' work is also a teaching tool for teachers. Educators learn by sharing what they see with other educators to collaboratively determine successful strategies. Visualizing how a students' everyday life connects to education provides a foundation of pedagogical knowledge.

By making this a realization, it allows teachers to make ideas manageable to others. Providing time to develop a strategic teaching plan the teacher becomes skillful and figures out what students know and believe about a topic. This evaluation then leads to learning how students become open to new ideas and become creative in the introduction of information.

Accelerated Schools understand the challenges underperforming schools confront. Their process allows staff to work collaboratively on a weekly basis to identify teacher and educational challenge areas and guide them to appropriate solutions. This process begins with the educators collaborating on current data regarding educator effectiveness, instruction, and curriculum at their campus. This is the Taking Stock process. Collaboration continues as educators address their vision, prioritize challenges in educator effectiveness then work in cadres and strategic action teams using the inquiry method to address these challenges. These teams meet weekly to find root causes and to research scientifically-based strategies and solutions.

The on-site weekly coaching support involves approximately three hundred seventy-six (376) annual support allowing for educators to be involved in focus groups, leadership capacity building sessions, team teaching, creation of professional development plans with leadership team and to conduct walkthroughs and analysis of data.

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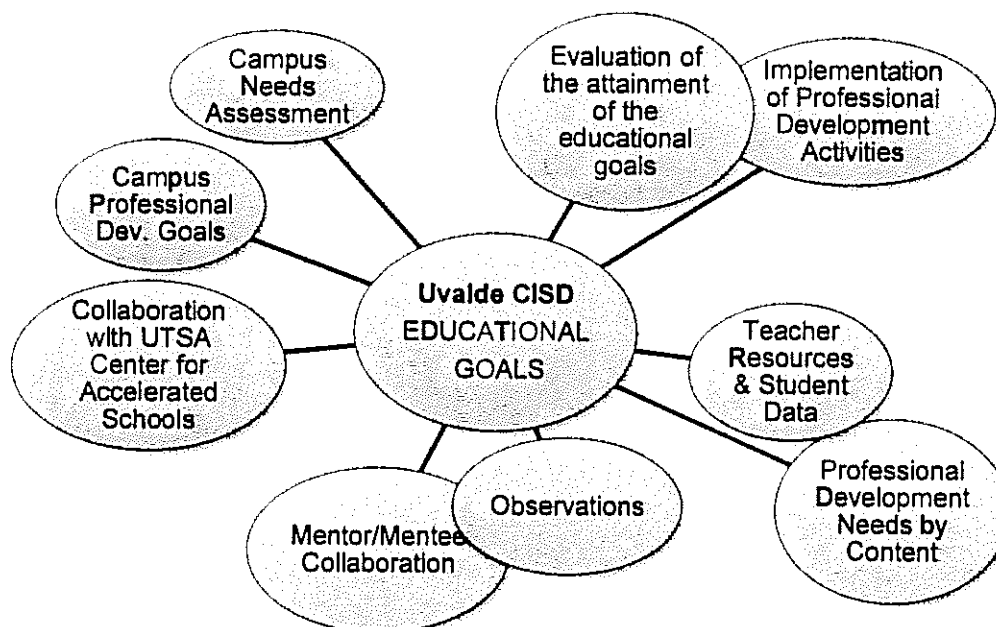
Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The professional development involves proven, innovative strategies that are both cost effective and on-site, and ensure that teachers are able to use formal and informal assessments and state assessments to improve instructional practices and student academic achievement. The professional development also improves beginning teacher performance and effectiveness to support student achievement through research-based coaching and modeling effective instructional practices and assessments that incorporate Powerful Learning methodologies.

STEPS FOR PROFESSIONAL DEVELOPMENT ACTIVITIES**For TEA Use Only**

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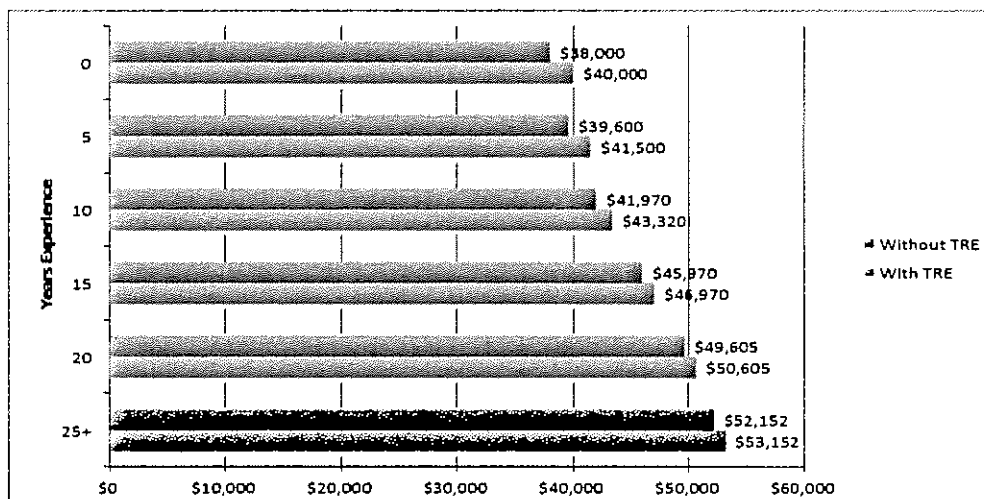
County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers are compensated by the years of experience and are placed on a 10 month contract with a starting teacher salary beginning at \$40,000. Salary advancement is based on the annual pay raise budget approved by the Uvalde CISD Board of Trustees each year only.

Employees are paid in accordance with administrative guidelines and pay structure established for each position. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation but are allowed to earn a stipend by selecting to work with student extra-curricular activities outside the regular work day.



Teachers that are educational leaders on their campuses such as student teacher supervisors and department heads are meeting the pedagogical strategies with their additional responsibility. Each assists with informal classroom observations. These educators work with colleagues on preparing and analyzing lessons, developing and evaluating assessments, and meeting parents to communicate educational information and with students and different classroom topics. The following teachers are entitled to a stipend according to the UCISD stipend schedule:

- Current math teacher with a math certification.
- Student teacher supervisor.
- Gifted and Talented Facilitators
- Department Heads: science, English, social studies, math, Fine Arts, foreign languages, special education, and lead deaf education teacher.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Each hiring decision gives Uvalde CISD an opportunity to select a teacher who will put students first and support them to succeed. It is crucial to build high expectations in hiring competent committed knowledgeable teachers into the classrooms of Uvalde CISD. Recruiting and selecting teachers that have and express the talent to be a focused teacher lays the foundation for an effective employee. To be successful in our hiring of quality teachers, we need to look at all previous teacher evaluation including student data.

Recruitment/Hiring Process:

1. Advertisement of teaching position is placed in the paper and UCISD website. Qualifications are clearly stated in the advertisement.
2. Potential positions are also advertised to allow for applicants to begin the application process and submit early for future employment.
3. Job Fairs are attended by central office administration and campus administration for recruitment of available positions and possible openings.
4. Applications are accepted for the appropriate amount of time (10 days) or more to attract additional applicants.
5. Interviews are set up for the position by selecting candidates that meet the qualifications. Qualifications that are important are GPAs, previous employment, years of experience, certifications, and reasons for leaving previous employment.
6. Communication skills are also very important in the selection of a teacher.
7. Interviews are conducted. Each applicant is asked questions by an interview committee and are selected based on the answers given and the consensus of the group.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher advancement opportunities are available and provide an incentive for teacher involvement in many aspects of the educational environment. Uvalde CISD encourages teachers to strive for advancement.

Teachers as campus leaders take on responsibilities such as:

- Departmental Leaders: observing teachers, analyzing departmental student data and focuses on lesson delivery for student absorption of the information.
- Supervisor of Student Teachers: assists upcoming teachers with the necessary skills in becoming an effective educator in the classroom.
- Subject/District Facilitators: working with teachers in a specific subject to ensure lesson planning, test development, student data, and face-to face discussions about teaching strategies – collaboration.
- Instructional Leaders: Set clear standards and raise the bar on instructional expectations throughout the district.
- Mentor/Instructional Coach: to increase the support for the teacher and to assure that the students are being taken care of educationally. Allows time to go into others' classrooms to assist by observing the teacher to gather information that is useful to improve classroom instruction.
- Directing Collaboration Activities: team work – provides/participates in professional development activities in which they are the deliverers of information to other educators in the district. UCISD Super Saturday is an example in which district teachers provide of their time and knowledge to teach others in the district on various educational topics. It is an activity that requires collaboration with other teachers and administration.

Teachers that are leaders help set clear standards and raise the bar for instructional quality across Uvalde CISD. These teachers reinforce the value of the student while working on improving themselves as educators and helping other educators become good teachers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not seeking waiver.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not seeking waiver.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not seeking waiver.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not seeking waiver.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Implementation of *The New Teacher Induction Program* is not possible without grant funding. This program is a supplemental activity that requires specific timelines and participation to successfully implement. The personnel will need detailed training and time to successfully participate in the program. By participating in this program, it is more likely that the district will attract a better pool of candidates due to the preparation of new teachers.

Broad Challenges: Time, money, and tools; without this grant it would not be possible to afford the needed

1. Trainings
2. Collaborative sessions
3. Team building
4. Summer institutes
5. Continuous follow-up to assure that the program is on the right track in providing teachers with powerful learning strategies and outcomes.
6. Technology
7. Mentors/Mentee
8. Recruitment/Retention

Specific Challenges:

1. Trainings that provide collaboration among teachers and that allow mentors to perform walkthroughs and observations in addition to administrative observations.
2. Time to follow up with new teachers on successes and concerns and discuss planning for these challenges.
3. Leadership training is needed for continuous involvement and learning from the teacher aspect.
4. Networking sessions that require time, space, and other resources.
5. Data analysis to assist the new teachers to identify weaknesses and strengths and to set goals.
6. Summer Institutes for 3 summers: The high cost of presenters, trainers, teacher time, administrator time, and supplies to prepare each new teacher for the classroom in the fall.
7. Incentives that can be offered for the recruitment of highly qualified teachers to a rural community.
8. Continuous technology training to keep up with new programs.
9. Providing technology equipment to all new teachers to enhance the delivery of lessons in the classroom and to promote rigor.

Grant funding will give Uvalde CISD the opportunity to hire qualified teachers and retain them by preparing them with up-to-date and face-to-face innovative information. Preparation of these teachers will benefit the district and the new teachers. This grant will provide the needed tools to prepare teachers not only for the first year with UCISD but provide teachers with the necessary material to continue to become life-long learners in their careers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YEAR #1 -- April 2014-June 2014: LEADERSHIP TEAM TRAINING; 3 days Professional Development

This training provides the overview of the Process that will be used with all internal facilitators and mentor teachers.

Fall Semester 2014: Campuses will schedule the dates with their field trainer coach.

New Teacher Orientation: 1 day Professional Development; research-based educational strategies and best practice through the Accelerated Schools process and powerful learning

Taking Stock Data Collection: (weekly collaboration with coach); working collaboratively to generate the school's baseline data on educator effectiveness, and measuring changes in the school over time

Vision: weekly collaboration with coach; Teachers and staff will visit/revisit their vision.

Lesson Planning for Powerful Learning: Content and Cognitive Rigor (1 day Professional Development); This training focusses on the steps content and cognitive rigor in lesson plan development. Weekly collaboration among teachers and coach including walkthroughs.

Powerful Learning I: (1 day Professional Development); Focuses on Constructivism in the classroom by using research-based instructional strategies that promote student engagement which leads to teacher satisfaction and retention.

Setting Priority Challenges (weekly collaboration with coach); Providing a restructure and redesign process that is systemic to the school and the learning community. Guiding the school to identify and find solutions to the targeted objectives of the EEIP grant on Educator Effectiveness.

Spring Semester 2015: Campuses will schedule the dates with their field trainer coach.

Powerful Learning II: enhances teachers' ability to relate to each student, understand the classroom environment each student prefers and methods of trouble shooting using the powerful learning framework and true colors. Weekly collaboration among teachers and coach.

Governance and Inquiry (1 day Professional Development); Researching solutions, developing action plans, designing evaluations, and monitoring implementation of educator effectiveness. Weekly collaboration among teachers and coach.

Cadre/Strategic Action Team Leader Training (1/2 day PD); provide leadership opportunities to teachers to increase and optimize student performance across all demographics. Providing resources to build a leadership capacity to implement innovative ideas and programs to benefit educator effectiveness. Continue development of action plans and designing evaluation/monitoring. This session is for cadre and strategic action team leaders, facilitators, principals, and others involved in leadership building opportunities.

Summer Institute: Transforming the Classroom (4 days PD, 30 GT credit earned) Focuses on the application of differentiation involving content, process and product. **Networking Sessions:** provides opportunities for teachers through networking with UTSA. **Superintendent and Principal Leadership Seminars:** designed to support administrators to implement the powerful learning of teachers and support their grant through the Accelerated Schools process. Involves ongoing professional conversations and activities to ensure leadership capacity is built and sustained with the campus and district.

YEAR #2: June 2015-August 2015: LEADERSHIP TEAM TRAINING; 3 days Professional Development

Fall Semester 2015

New Teacher Orientation; 1 day PD

Mini Taking Stock; weekly collaboration with coach

Powerful Learning III; 1 day PD

Re-setting Priority Challenges; weekly collaboration with coach

True Colors: Creating a Learner-Centered Environment; 1 day PD

Spring Semester 2016

Powerful Learning IV

Governance & Inquiry

Cadre/Strategic Action Team Leader Training

Summer Institute: Understanding the Need to

Differentiate (4 days)

Networking Sessions

Superintendent & Principal Leadership Seminars

YEAR #3: June 2016-August 2016: LEADERSHIP TEAM TRAINING; 3 days Professional Development: Continuation of the previous years with weekly collaborations, orientations, powerful learning days, Priority Challenges, weekly collaboration with coaches, and taking mini-stock data.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 232-903

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uvalde CISD will provide ALL beginning teachers, new to the profession, with both district and campus support. Support from both will reduce attrition and enhance student achievement. The district will assist in overseeing the professional development facilitator (UTSA-CAS) to provide support to the mentors. The district will provide the necessary resources needed to implement *The New Teacher Induction program*, and will work directly with the campus administration. Campus administrators will allow for collaborative meeting times between mentors and UTSA-CAS and beginning teachers, arrange time for demonstration lesson and observations and provide resources necessary to carry out the pedagogical strategies.

Each beginning teacher will be assigned the support from a mentor teacher who will meet with them regularly according to the plan and timeline.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation will be district wide.

New teachers will be placed at UCISD campuses as the need arises and mentors will also be used from all campuses in the district. Administration will be participating in Superintendent and Principal Leadership Seminars and the three day Leadership Team training. Collaboration of district teachers will be continuous and will require participation from all teachers at some point.

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